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ABSTRACT

Intended for middle and high school educators, the publication provides information about the C-SPAN networks and facilitates the use of the network's programming as a teaching resource. The section on the C-SPAN cable networks contains information on C-SPAN, C-SPAN 2, C-SPAN Audio 1, and C-SPAN Audio 2, regularly scheduled programs, ways to obtain the program schedule, viewing tips, the public affairs video archives at Purdue University, publications for purchase, and transcript sales. Teacher suggestions for using C-SPAN in the classroom provide applications in a variety of subjects areas. An explanation of how to use a TV and VCR as tools for active learning precedes lesson plans for C-SPAN programming. The eight lessons include appropriate subject area, objectives, pre-class preparation, a student assignment, length of time required, and follow-up recommendations. A program schedule grid and the C-SPAN copyright policy follow a guide for writing a letter to a U.S. senator or representative. (CK)

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ED 371 987

A GUIDE FOR EDUCATORS

C-SPAN IN THE CLASSROOM

FUNDED ENTIRELY BY AMERICA'S CABLE TELEVISION COMPANIES AS A PUBLIC SERVICE

Classroom

U.S. DEPARTMENT OF EDUCATION
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C-SPAN in the Classroom
Membership

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The C-SPAN in the Classroom staff, from left: Liz Barton, Mark West, Joanne Wheeler, Yolanda Stokes, Larry Pratt

Dear Educator:

With C-SPAN's primary source programming, you can bring public affairs to life in your classes—whether you teach social studies, English, journalism or a host of other subjects. And if you're a media specialist, you can draw on C-SPAN's copyright-free programming to add valuable resources to your school's media center.

In this publication, you'll find everything you need to get started using the network's programming in your classroom and media center:

Lesson plans to help you incorporate several of the network's many regularly scheduled programs into your curriculum.

Tested ideas from teachers who have found creative ways to enhance their own classes with C-SPAN programming.

Information about the network's C-SPAN in the Classroom membership service, schedule information, viewing tips and more.

For those of you who are long-time members of C-SPAN in the Classroom, you'll find that we've used this publication to provide more of the lesson plans and teaching tips you've requested over the years. For those of you who are new to our membership service, welcome! We hope you'll share your experiences with us as you develop your own ideas for using C-SPAN in your curriculum.

As a founding member of Cable in the Classroom, C-SPAN has spent the last several years working with teachers who, like you, want to enhance their students' classroom experience by using cable programming. Please call us on our toll-free Educators' Hotline—(800) 523-7586—with your questions and comments.

Sincerely,

Joanne Wheeler

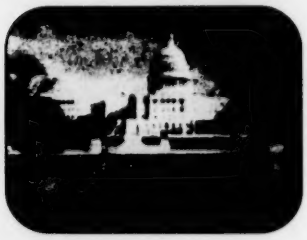
Joanne Wheeler
Manager, C-SPAN in the Classroom

C-SPAN CLASSROOM

"C-SPAN Classroom," an enhancement of the network's former "Short Subject" program, provides a comprehensive overview of how the U.S. government works. Each weekly 15-minute segment on C-SPAN and C-SPAN 2 features the following components:

- An informational vignette on one facet of the U.S. government.
- Highlights of other network programs that can be used to teach about the week's theme.
- Creative ideas from educators on using C-SPAN as a teaching resource.

In addition, "C-SPAN Classroom" is followed by a look ahead at programs scheduled for the following week.



▼
"C-SPAN Classroom"
C-SPAN 2
Sundays at 5 pm ET/2 pm PT
C-SPAN
Mondays at 6:30 am ET/3:30 am PT

The cable television industry created C-SPAN in 1979 to provide live, gavel-to-gavel coverage of the U.S. House of Representatives.

For the first time in American history, people outside the nation's capital could watch their government in action—without interruption and without editorial comment. C-SPAN's original and ongoing goal is for its public affairs programming to serve as a vehicle that allows viewers to judge for themselves and to critically assess current issues.

Today, C-SPAN continues its commitment to covering the U.S. House of Representatives. However, its programming goes well beyond Congress—with in-depth coverage of the executive and judicial branches, as well as other national and international public affairs events. All of C-SPAN's programming is unedited, commercial free and presented with a balanced point of view.

C-SPAN's unbiased presentation of public affairs events is one reason teachers find the programming valuable as a teaching resource. Another is the network's liberal copyright policy (see page 23), which encourages educators to use C-SPAN-produced programs in their classrooms and places no time limits on tape retention.

Over the last several years, C-SPAN has branched into four unique networks: C-SPAN, C-SPAN 2, C-SPAN Audio 1 and C-SPAN Audio 2. See the following pages for more information on the educational opportunities provided by each of these networks.

C-SPAN

C-SPAN's commitment is to cablecast the U.S. House of Representatives, live and gavel to gavel, whenever it is in session. In addition, C-SPAN provides viewers with access to timely congressional hearings on important domestic and global concerns such as Cabinet nominations, the federal budget and international trade.

However, sessions of the U.S. House make up less than 15 percent of the network's programming. C-SPAN also provides a number of regularly scheduled programs (see "An Overview of Regularly Scheduled Programs" on page 5), as well as White House press briefings, university and political party forums, newsmaker speeches, international conferences and other important public affairs events at home and abroad.

C-SPAN 2

C-SPAN's companion network, C-SPAN 2, was created in 1986 to cablecast all U.S. Senate sessions live and in their entirety. With C-SPAN 2, viewers can witness two of their state's most recognizable politicians debating critical issues such as Supreme Court nominees, Cabinet appointments and the decision to go to war.

Lorraine Palkert

South St. Paul High School

South St. Paul, Minnesota

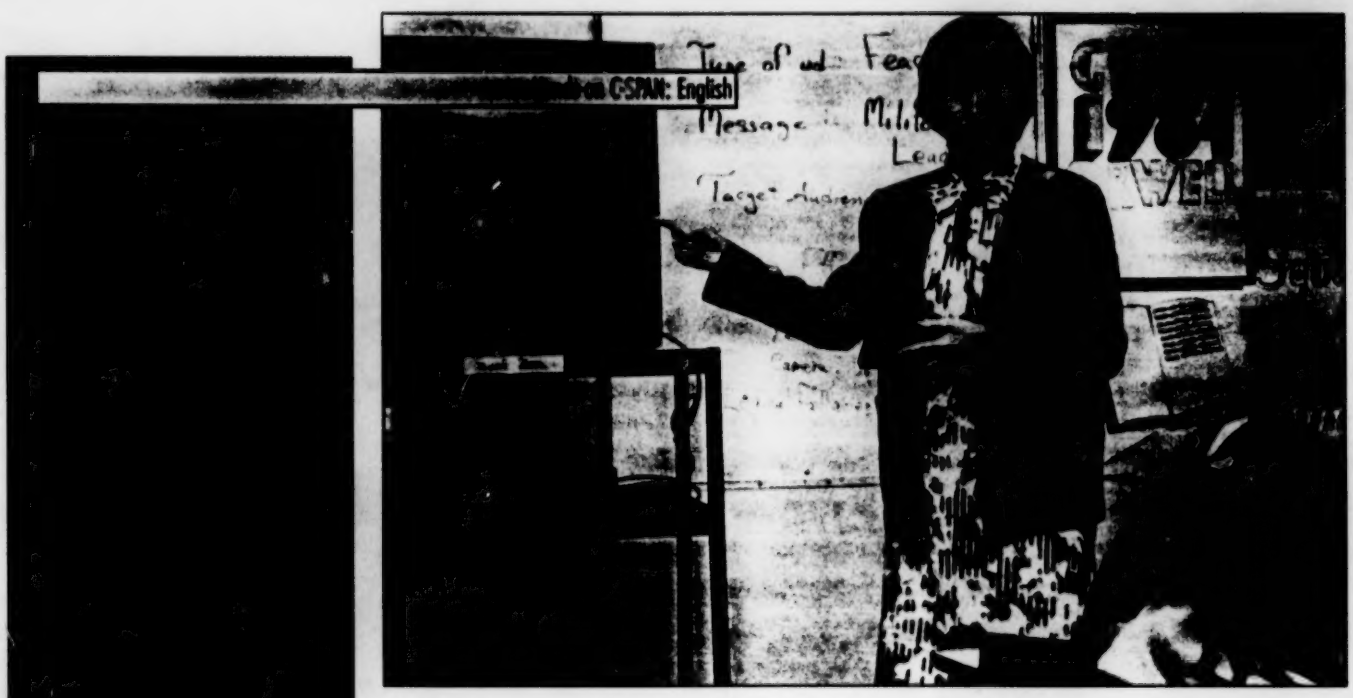
Students in school: 1,200

Students in class: 20-30

Grades: 10-12

Subjects taught: current events, economics, world history

Cable provided by: Continental Cablevision



Susan Brown

Flathead High School

Kalispell, Montana

Students in school: 1,500

Students in class: 25

Grade: 10

Subject taught: English

Cable provided by: TCI

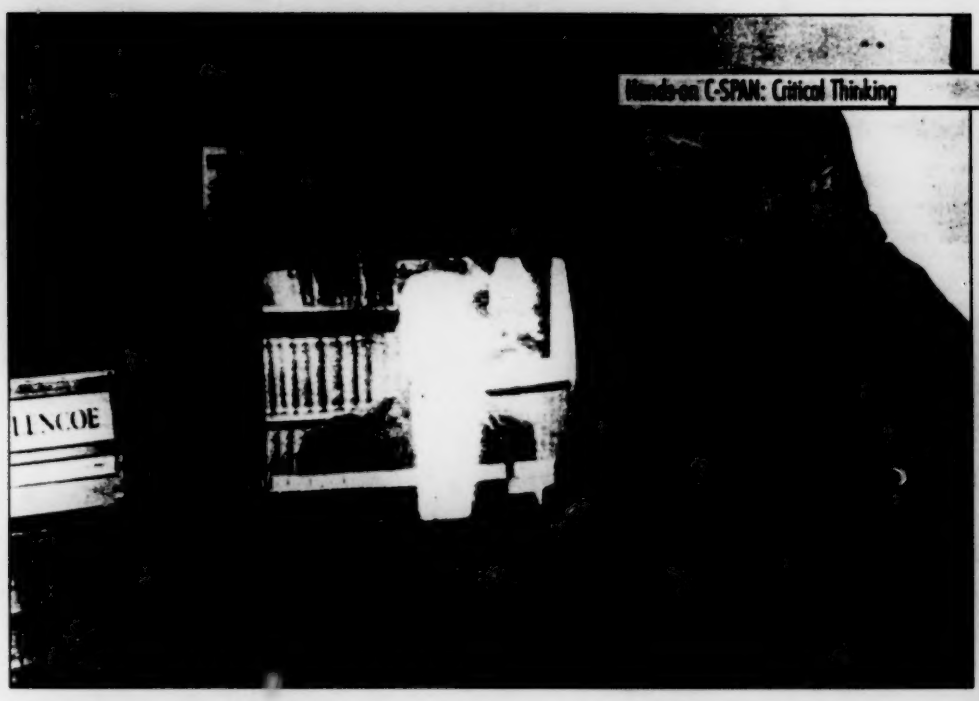
When the Senate is not in session, C-SPAN 2 provides cable subscribers with even more public affairs programming, including timely congressional hearings, newsmaker speeches, election coverage and political conferences.

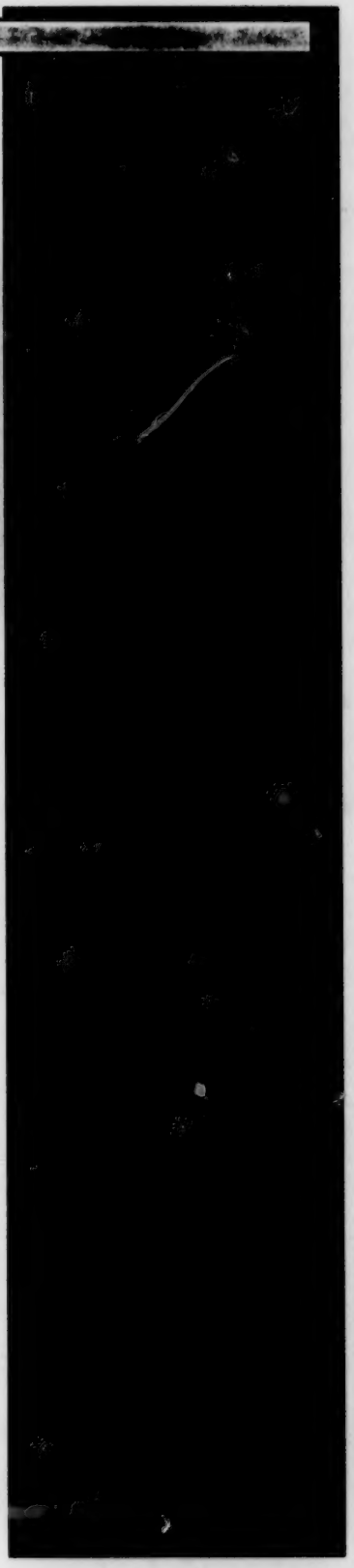
C-SPAN Audio 1 and C-SPAN Audio 2

The C-SPAN Audio Networks—C-SPAN Audio 1 and C-SPAN Audio 2—were created in 1989 to complement C-SPAN's television offerings. Provided through your local cable system, these networks provide a global perspective on public affairs, news and cultural events. They are available to your cable system free of charge and can be part of your total cable package.

C-SPAN Audio 1 is a blend of international, English-language news programs from China, Cuba, Japan, Germany, France, Canada, Korea, Austria, Israel and Sweden, as well as the Voice of America. (Programs are subject to change.) This network also offers special historical programs produced from archival recordings, including memorable political and historical speeches.

C-SPAN Audio 2 airs the BBC World Service live from London, 24 hours a day. The British Broadcasting Corporation offers news, music programs, entertainment and cultural information.





An Overview of Regularly Scheduled Programs

C-SPAN cablecasts the following programs on a regular basis:

Viewer Call-in Programs

C-SPAN opens the phone lines three hours a day to give cable viewers the opportunity to speak directly with legislators, policy-makers and journalists about important current issues:

- Monday: "Events in the News" Viewer Call-in. Two journalists take viewers' calls about national issues in the news at 8 am ET/5 am PT.
- Tuesday-Thursday: Guests—usually policy-makers and journalists—take questions from viewers at 8 am ET/ 5 am PT.
- Friday: "Journalists' Roundtable" Viewer Call-in. Three journalists are on hand for a free-for-all discussion about the news of the week at 8 am ET/ 5 am PT.
- Monday-Friday: Call-ins are held every weeknight with public policy experts and public policy-makers at 6:30 pm ET/3:30 pm PT.

"American Profile" Interviews

On most national holidays, C-SPAN airs in-depth interviews or conversations with

Tom Lusk

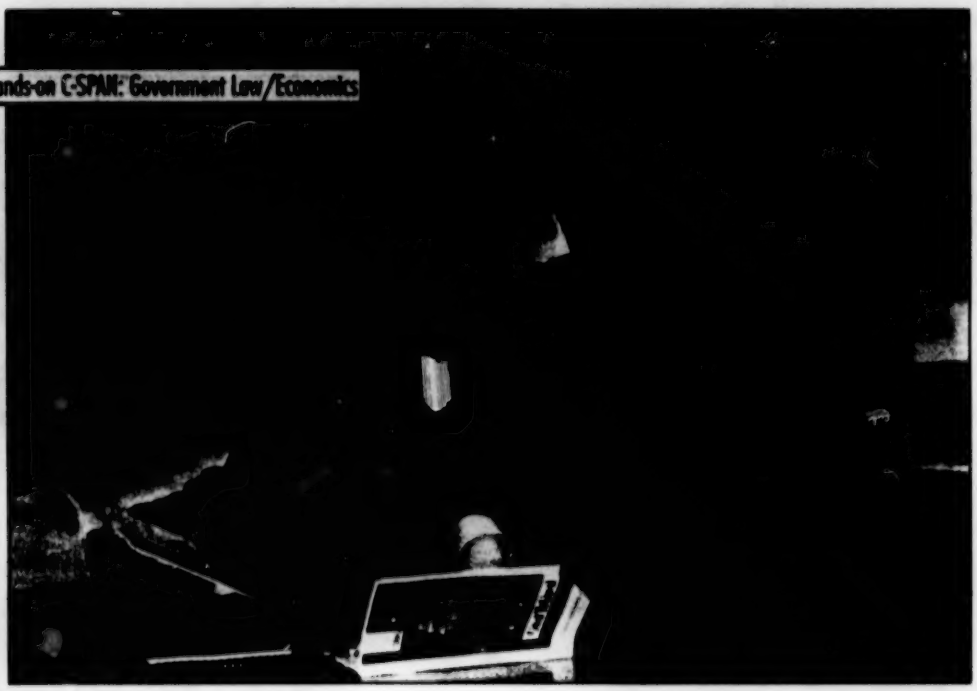
Teaches in five rural schools around Baton Rouge, Louisiana

Students in class: 12

Grades: 1-7

Subject taught: higher-level critical thinking skills for gifted students

Cable provided by: Cablevision of Baton Rouge



Anne Cole

Harding University High School of Science, Math and Technology

Charlotte, North Carolina

Students in school: 1,000

Students in class: 25-30

Grade: 9

Subject taught: government law/economics

Cable provided by: Cablevision of Charlotte (formerly provided by Vision Cable)

public officials as well as opinion and business leaders. Call the network's Schedule Hotline in advance of the holiday for more information—(202) 628-2205.

"America & the Courts"

For over seven years, this weekly program has provided insight into the workings of the federal judiciary. In 1990, C-SPAN became the first network to provide live footage of a federal court with its coverage of U.S. Court of Military Appeals proceedings. C-SPAN's court coverage also includes interviews with leading legal experts, as well as speeches and appearances by Supreme Court justices. During weeks in which the Supreme Court hears oral arguments, this program offers a retrospective on the issues and personalities behind key cases.

Saturdays at 7 pm ET/4 pm PT

"Booknotes"

This author-interview program provides in-depth conversations with writers and editors of recently published historical, political and public policy books.

Sundays at 8 pm and 11 pm ET/
5 pm and 8 pm PT

Mondays at 6:55 am ET/3:55 am PT

"C-SPAN Sunday Journal"

This comprehensive video magazine surveys the week's public affairs issues and events and looks ahead to next week's public affairs agenda.

Sundays at 10 am ET/7 am PT

Event of the Day

Whether it's the president speaking from the Rose Garden, a press conference from the Pentagon or State Department or a congressional hearing on a Supreme Court nominee, cable viewers can watch the day's top news story unfold, in its entirety, without commentary.

Weeknights at 8 pm ET/5 pm PT

International Legislatures

The network provides a look at international governments by televising legislatures from Japan, Britain, Poland, Israel, the former Soviet Union, Germany, Canada, Argentina, Australia, France, Hungary and Mexico, as well as the European Parliament. These programs are aired periodically on the network.

British House of Commons Question Time

Britain's prime minister responds to questions from members of his own party and the opposition during the House of Commons Question Time. During weeks when the House of Commons is not in session, C-SPAN airs other public affairs programming from Britain.

Sundays at 9 pm and 12 am ET/
6 pm and 9 pm PT

"Evening News From Moscow"

C-SPAN televises the nightly news from Moscow to provide viewers with an inside look at happenings in Russia and a perspective on world events from the former Soviet Union.

Monday-Friday at 6 pm ET/3 pm PT

Tuesday-Saturday at 7:30 am ET/4:30 pm PT

National Press Club Speeches

C-SPAN televises all National Press Club luncheon addresses, which are given by journalists, public policy leaders and other public figures.

Saturdays at 6 pm ET/3 pm PT

"Road to the White House '96"

This look ahead to the 1996 presidential election provides coverage of possible Democratic, Republican and third-party candidates as they prepare for the '96 campaign.

The first Sunday of each month at
9:30 pm ET/6:30 pm PT

The Close Up Foundation

High school students, educators and senior Americans discuss current issues with the nation's leaders through Close Up. Several types of Close Up programs air on C-SPAN and C-SPAN 2:

- Close Up America Teleconference

  Every other Monday on C-SPAN at
  5 pm ET/2 pm PT

  Fridays on C-SPAN 2 at 8 pm ET/
  5 pm PT

- Close Up Current Issues

  Saturdays on C-SPAN at 10 am ET/
  7 am PT

  Sundays on C-SPAN 2 at 5:30 pm ET/
  2:30 pm PT

- Close Up Forum

  Saturdays on C-SPAN at 10:30 am
  ET/7:30 am PT

  Sundays on C-SPAN 2 at 6 pm ET/
  3 pm PT

Ways to Obtain the Program Schedule

Although a schedule grid for regularly scheduled programs is provided on page 22, many events are scheduled daily. Methods for determining program content and air time are listed below:

The Educators' Hotline

Teachers can obtain same-day schedule information by calling the C-SPAN Educators' Hotline at (800) 523-7586.

■ Events covered each day by network cameras will generally air on C-SPAN or C-SPAN 2 that same evening or within the next 24 hours.

■ Most programs air at least three times on either C-SPAN or C-SPAN 2 within a week of the date the event is recorded. The three to six air times usually are distributed between both C-SPAN and C-SPAN 2.

■ Selected programs re-air on weekends. Weekend programs will not re-air during the following week.

■ By Friday afternoon, a weekend schedule overview is available via the Schedule Hotline—(202) 626-2205—and specific weekend times are determined by 8 pm ET/5 pm PT the prior evening.

■ If you miss a program that you wanted to tape for educational purposes, you can purchase a copy of the tape from the Public Affairs Video Archives at Purdue University. (See page 9 for more information on obtaining tapes of C-SPAN programming.)

Doris MacDaniel

J.E.B. Stuart High School

Falls Church, Virginia

Students in school: 1,300

Students in class: 15-22

Grade: 11

Subject taught: American government

Cable provided by: Media General Cable of Fairfax

On-air Schedule Updates

C-SPAN provides program updates on the network throughout each day at the following times:

Weekdays: 7:55 am, 6:25 pm, 7:55 pm ET/4:55 am, 3:25 pm, 4:55 pm PT

Saturdays: 7:55 am ET/4:55 am PT

Sundays: 7:55 am, 7:55 pm ET/4:55 am, 4:55 pm PT

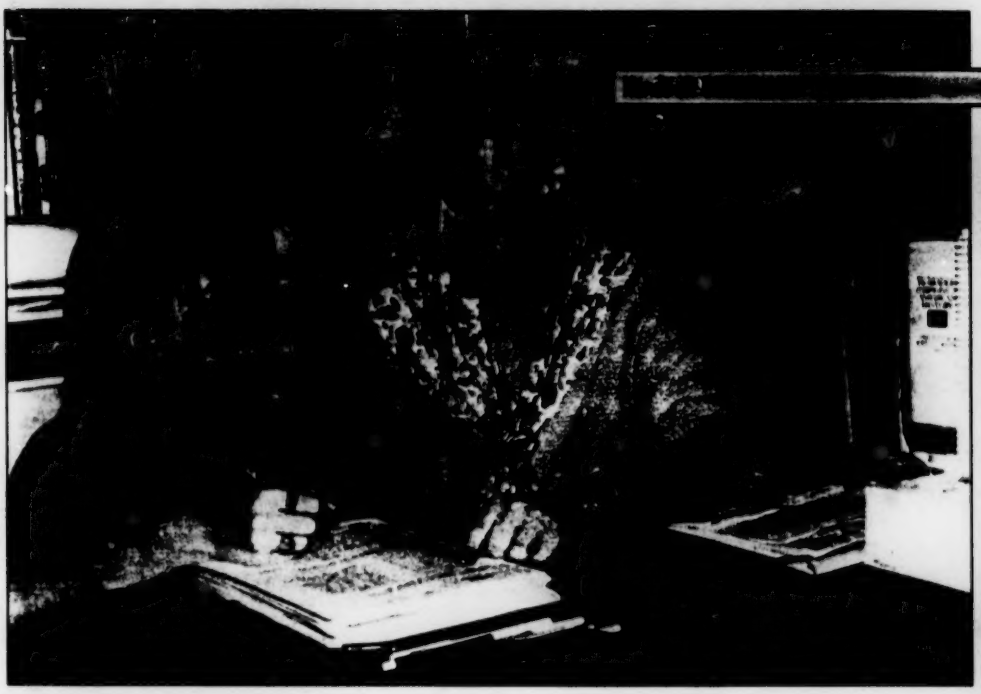
The Schedule Hotline

The latest C-SPAN and C-SPAN 2 schedule information is available 24 hours a day through the Schedule Hotline—(202) 628-2205. Using a touch-tone phone, you may select from the following menu:

1. Today's C-SPAN schedule.
2. Today's C-SPAN 2 schedule.
3. Tomorrow's C-SPAN schedule.
4. Events C-SPAN will cover.
5. Long-range schedule information.

X•Press/X•Change

The C-SPAN schedule is available on personal computers through the X•Press/X•Change information service.



The Public Affairs Video Archives at Purdue University

Over the last six years, the Public Affairs Video Archives at Purdue University has videotaped, indexed and archived all programming cablecast on both C-SPAN and C-SPAN 2. Operating independently but with the full support and cooperation of C-SPAN, the archives makes videotapes of the network's programs available for purchase by educators.

The archives' compilation tapes—excerpts of C-SPAN programs with a central theme—are popular for educational use. The following compilation tapes are among those that are available: How a Bill Becomes a Law: The Clean Air Act, American Government Highlights, Gulf War Debate, Campaign Commercials, 1992 Campaign Classics, and Democratic and Republican Convention Highlights. For more information, call (800) 423-9630.

Publications for Purchase

C-SPAN publishes and distributes a number of publications that provide context to the network's programs. They can be used as supplemental texts in many disciplines. The following is a partial list of these publications:

Cecilia Corkhill

East Central High School

Hurley, Mississippi

Students in school: 600

Students in class: 20-30

Grades: 9-12

Subjects taught: world history and AP American history

Cable provided by: Sammons Communications

Message From a Media Specialist

Richard Buro

Coordinator of Instructional Media

Temple Independent School District

Temple, Texas

Students in district: 8,250

Grades: 1-12

Cable provided by: Temple-Belton Cablevision

"Gavel to Gavel"

This guide to the proceedings of the U.S. House and Senate is specifically geared to watching Congress on C-SPAN. (On C-SPAN, the U.S. House of Representatives airs gavel to gavel when in session. On C-SPAN 2, the U.S. Senate airs gavel to gavel.) Price: $6.95, including shipping and handling. To order, send a check or money order to C-SPAN Publications, 1616 Main St., Lynchburg, VA 24504-1913. For credit card orders, call (800) 523-3174.

"Justice for All"

A guide to the federal judiciary, this booklet contains a brief history of the Supreme Court of the United States, including landmark decisions, details of the confirmation process, a roster of justices and a glossary of legal terms. (C-SPAN's weekly series on the federal judiciary, "America & the Courts," airs every Saturday at 7 pm ET/4 pm PT.) Price: $5.95, including shipping and handling. To order, send a check or money order to C-SPAN Viewer Services, 400 North Capitol St., NW, Suite 650, Washington, D.C. 20001.

"Commons Sense"

This C-SPAN viewer's guide to the British House of Commons includes a glossary of terms and an overview of Parliament. (The House of Commons Question Time with the prime minister airs on C-SPAN every Sunday at 9 pm ET/6 pm PT.) Price: $5.95, including shipping and handling. To order, send a check or money order to C-SPAN Viewer Services, 400 North Capitol St., NW, Suite 650, Washington, D.C. 20001.

Bulk orders of these publications are available. For more information, call C-SPAN Viewer Services at (202) 626-7963 weekdays between 8 am and 6 pm ET/5 am and 3 pm PT. Prices are subject to change.

Transcript Sales

Written transcripts of selected C-SPAN programs, including some National Press Club luncheon speeches and "American Profile" and "Booknotes" interviews, are available for purchase. Announcements that transcripts are available are made during the program's closing credits.

When transcripts are offered, you can purchase a copy by writing to C-SPAN Transcripts, c/o TapeWriter Inc., P.O. Box 885, Lincolnshire, IL 60069.

HOW TO USE YOUR TV AND VCR AS TOOLS FOR ACTIVE LEARNING

By Al Race

(Reprinted with permission from Cable in the Classroom magazine.)

1. Prepare yourself. Select programs (or parts of programs) that meet your classroom objectives. Some teachers first find points they could make effectively with video, then look for a program that will work. Others find a program they like and then plan ways to apply it in class. Either way, preview your tapes whenever possible, looking for places to stop for discussion or to make a point. Take notes. Cue up tapes so they're ready to use in class. Use your VCR's tape counter to find the segments you want to show. Send away for support materials if they are available.

2. Prepare your class. Know your equipment. If you need to, prepare a cheat sheet of VCR operating instructions or assign the equipment operation to students. Make sure the equipment is there when you need it, in good working order. Leave the lights on. Explain why you're showing this tape; give students specifics to watch and listen for; tell them what they'll be discussing afterward. Hand out maps, discussion questions or vocabulary lists. Build time into your lesson for students to write their impressions or answer study questions.

3. Participate actively in classroom viewing. Use your VCR's pause button. Don't try to show too much video in one period. Replay some segments to emphasize a point or look for something different. Fast forward through irrelevant segments. Use the video as an audiovisual aid—as a starting point or illustration, not as a reward or an isolated, self-contained lesson.

4. Practice critical viewing skills. Compare the ways different media (print, TV, radio) handle the same subject. Compare the media of different cultures. Compare different forms of the video medium, such as documentaries, news, entertainment, advertising. Discuss what was missing or different in video adaptations of books; what angles were ignored in documentaries; what stories were not reported on the nightly news—and why. Think about the sound track and its role in creating a mood. Discuss camera angles and the use of close-ups to create an impression. Get students to speculate where the camera was and how the actors or reporters must have felt when a particular shot was taken and what must have been going on outside camera range.

5. Lead a post-viewing activity or discussion. The lesson shouldn't stop when the tape does. Have students ask questions. Guide the discussion in the direction you want it to go. Play part of the tape again if you need to, or have students research the topic further using different sources of information. Initiate a related hands-on activity, such as an art project, science experiment, letter-writing campaign, field trip or student video production. Don't let the video control your lesson—incorporate it into your unit by using it to take your students where *you* want them to go.

The following lesson plans are designed to introduce teachers to the usability and versatility of C-SPAN programming. These plans can be used in U.S. history and government, European history and government, journalism, current events, public speaking, English or any class in which teachers seek to promote writing skills and critical thinking skills development.

Lesson plans are divided into three categories:

U.S. House and Senate floor debate: A lesson plan to be applied in U.S. history and government classes.

Regularly scheduled programs: Lesson plans to be used in a wide range of classes to develop a variety of skills.

Any C-SPAN program: Lesson plans designed to be implemented at any time of the school day, with any C-SPAN program, to improve students' writing and analytic abilities.

U.S. House of Representatives, Live, C-SPAN • U.S. Senate, Live, C-SPAN 2

Appropriate for:

U.S. history and government classes as a year-long project for students.

Objectives:

1. Develop students' understanding of the U.S. political system and introduce at least one of its major players.
2. Enable students to make contact with the federal government.
3. Develop students' research, writing and presentation skills.

Pre-class preparation:

Make a list of senators and representatives from which students can choose. Tape House and Senate floor debates from C-SPAN's gavel-to-gavel coverage and show them to your classes. Encourage your library to air the House and Senate during the school day, so students can watch during their free periods, and to subscribe to "The Congressional Record."

Student assignment:

Have students choose a senator or representative from the list. As part of a year-long project, they will follow the career of that person as well as the issues he/she supports. Suggest they follow these steps to complete the assignment effectively:

1. Write to the office of the senator or representative and inform him/her that you are doing a project for school and need some background information.
2. Watch C-SPAN's coverage of the House and Senate. Maintain a journal of each time your senator or representative appears on the floor or in the news. Write down what he/she says during each appearance you witness or in the articles you read.
3. Look up roll call votes in "The Congressional Record" and keep track of how your senator or representative votes on important issues.
4. Try to establish a regular correspondence with that individual's office. If the senator or representative makes a statement with which you agree or disagree strongly, write another letter.

Class time:

Throughout the school year, give assignments to ensure students are keeping up with their projects. Some possibilities include:

1. Assign a five-minute presentation focusing on the chosen senator or representative. The presentation should include biographical information, a record of the individual's stand on important issues and a history of correspondence accumulated thus far.
2. Organize group activities in which students share information about their senator or representative.
3. Conduct simulations of Congress.
4. Assign research and hold debates on the issues.

Follow-up recommendations:

1. Collect and evaluate all of the students' materials, including journals and correspondence.
2. Have each student write to thank the senator or representative for his/her cooperation.

▼

U.S. House of Representatives

Live, C-SPAN

On C-SPAN, the U.S. House of Representatives airs live and gavel to gavel whenever it is in session.

▼

U.S. Senate

Live, C-SPAN 2

On C-SPAN 2, the U.S. Senate airs live and gavel to gavel whenever it is in session.

"Journalists' Roundtable"
Fridays, 8 am ET/5 am PT
90 minutes
For the first half-hour of the program, journalists discuss current issues. During the remaining hour, viewers call in to ask the journalists questions on the news events of the week.

The lesson plans in this section are designed to help teachers utilize some of C-SPAN's many regularly scheduled programs. (Note: The network's commitment to gavel-to-gavel coverage of the House and Senate sometimes causes other programs to be pre-empted.)

"Journalists' Roundtable" Viewer Call-in

Appropriate for:

Current events, U.S. history, government or any class in which teachers seek to develop writing and critical thinking skills.

Objectives:

1. Provide students with a weekly (or monthly) review of issues important to the nation.
2. Promote student interest in current events.
3. Help students develop positive reading and writing habits.
4. Provide a multimedia approach to gathering information and making decisions.

Pre-class preparation:

Tape "Journalists' Roundtable" on Friday. If possible, preview the tape to familiarize yourself with the issues discussed by the journalists. Teachers with a first period class on Eastern time can watch the call-in portion live.

Student assignment:

At the beginning of the year, have each student purchase a composition book to keep in the classroom. Suggest that students read the front page of a major newspaper and listen to the news on the radio every morning, and watch the evening news every night during the week.

Class time, 45 min.:

5 min.: Ask students about the major news stories of the previous week. Try to come up with a list of five or six issues which dominate the news.

30 min.: Show the discussion segment of "Journalists' Roundtable."

10 min.: During the final minutes of viewing, hand out the composition books. Encourage students to make entries in the journal each week (or month) and to focus on the stories discussed on the program. At the end of the year, students will have a comprehensive chronicle of events.

Follow-up recommendations:

1. Have students clip newspaper articles from the local paper each day and maintain a scrapbook of events. Then, have them compare their clips to the national issues discussed on "Journalists' Roundtable."
2. After viewing the program, have groups of students research both sides of each issue discussed. Schedule several short debates between students of opposing viewpoints.
3. Suggest that students who become particularly interested in an issue write to a local government official or their district's member of Congress for an interview on the topic. Then, have them write a report on their exchange.
4. Have students hold a "Journalists' Roundtable" of their own, with three students participating each week. Students playing the roles of journalists should prepare for the activity over the course of the week. After you lead a brief discussion of the issues, have the remainder of the students play the part of "callers" and ask questions of the group of journalists. In addition, journalism students could write news articles about the impact of national issues on their peers, and students involved in video production might videotape the roundtable discussion.

National Press Club Speeches

Appropriate for:

Any class, depending on the speaker appearing that week.

Objectives:

1. Expose students to important public figures and issues of the day.
2. Develop students' skills in biographical research and public speaking.

Pre-class preparation:

Call the C-SPAN Educators' Hotline to identify upcoming speakers—(800) 523-7586. Each week, assign two students to research the speaker who will appear at the National Press Club the following Saturday. Assign the speakers to students or post a list of the next month's schedule and have students sign up for the speaker they find interesting. Inform students of the criteria you will use to evaluate the research. If you want students to evaluate their peers, create a form for them to fill out based on this criteria. Tape National Press Club speeches each week.

Student assignment:

Have the pair of students prepare a 10-minute presentation for the entire class and present it prior to viewing the tape that Monday. The students should give important biographical information about the speaker and the organization that person represents. They should also preview the speech and prepare to explain any obscure references to the class.

Class time, 45 min.:

10 min.: Have students give their presentations.

25 min.: View the National Press Club speech.

10 min.: Hold a class discussion.

Follow-up recommendations:

1. Collect notes and other materials from the student presenters. Either you or the students should evaluate each performance.
2. Have the student presenters write a brief entry in a journal to keep in the classroom as a record of the National Press Club speakers discussed that year. At the end of the year, have each student choose their most- or least-favorite speaker and write a paper supporting his or her opinion.
3. Have student teams select two or three speakers and evaluate their contrasting speaking styles.
4. View the question-and-answer portion of the program in a later class or for an out-of-class assignment.

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National Press Club Speeches

Saturdays, 6 pm ET/3 pm PT

60 minutes (25-30 minutes for the speech, followed by a question-and-answer period)

Newsmakers like civil rights leader Coretta Scott King address the Washington press corps each week on C-SPAN. Speakers are generally scheduled at least a month in advance, and the schedule can be obtained by calling the C-SPAN Educators' Hotline, (800) 523-7586.

"Booknotes"

Sundays, 8 pm ET/5 pm PT

60 minutes

This hour-long interview program features authors of books on public policy, politics and history, such as General Norman Schwarzkopf. Authors are usually scheduled close to a month in advance; call the C-SPAN Educators' Hotline—(800) 523-7586—for more information.

"Booknotes"

Appropriate for:

English, government, history or journalism classes.

Objectives:

1. Encourage students to read books concerning public policy outside the classroom.
2. Bring books to life by enabling students to watch prominent authors discussing their works.
3. Develop students' reading and writing skills.

Pre-class preparation:

During vacations or the first three months of school, tape "Booknotes" programs. At the end of the third month, put together a list of the authors and books that have been discussed on the program. Have students sign up for a book on the list that interests them.

Student assignment:

Give students a few months to read the book. When they have finished, have them write a one- or two-page book review. When students hand in the papers, have them watch the "Booknotes" program that features that particular book and write letters to the author expressing their personal views about the book. After you check over the letters, have the students mail them. All students should complete this assignment by the end of the year.

Class time:

Unless the follow-up recommendations below are used, no class time is needed for this exercise.

Follow-up recommendations:

1. After the students finish their books, reports and letters, divide the class into groups to discuss the various books. Assign each group to give a presentation to the rest of the class about the book they read.
2. Suggest that students role play an actual "Booknotes" program, with one student acting as author and another as interviewer. Be sure their presentations give biographical information on the author, background information concerning the book and an accurate explanation of the book's main ideas.
3. For extra credit, have students read and report on another book by the same author or an author of an opposing viewpoint.
4. Have students read several reviews of the book, then write their own review.

British House of Commons Question Time

Appropriate for:

European and U.S. history or government classes.

Objectives:

1. Expose students to a foreign system of governance.

2. Demonstrate the similarities and differences between issues concerning the United Kingdom and those concerning the United States.

3. Develop students' listening and critical thinking skills.

Pre-class preparation:

The C-SPAN booklet "Commons Sense" gives an overview of the House of Commons. (See ordering information on page 11.) If you do not have the booklet, use another source to give students an overview of the British system. Tape Question Time on Sunday night.

Student assignment:

Have students read "Commons Sense" or a handout explaining procedures in the British House of Commons. Also, ask students to read news articles about issues relevant to the British people.

Class time, 45 min.:

5 min.: Explain that students will be viewing a session of Question Time from the British House of Commons and should look for and write down answers to the following questions:

1. What issues are discussed in this session of the House of Commons?

2. How are the issues discussed similar to issues being discussed in the United States? Which issues are different?

3. What do you notice about the actual performance of the speakers and the behavior of the other members of the House of Commons?

30-35 min.: Show the tape. Be sure to pause between each issue introduced by the narrator to give students a chance to write it down. During Question Time, pause occasionally and ask students to identify the issue being discussed.

5-10 min.: Stop the tape and ask students to share what they observed. Have them focus on the similarities and differences in issues concerning the United Kingdom and the United States.

Follow-up recommendations:

1. Have students identify the various parties debating on the House of Commons floor. What ideologies characterize the majority party? The queen's opposition?

2. Compare the U.S. House of Representatives and the British House of Commons in areas such as:

   a. American democratic and British parliamentary systems.

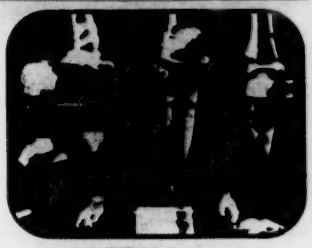
   b. Make-up of the parties.

   c. Floor procedures.

   d. Style and substance of debate.

   e. Issues.

   f. The chambers.



British House of Commons Question Time

Sundays, 9 pm ET/6 pm PT

30 minutes

Question Time from the floor of Britain's chief lawmaking body provides animated debate on the issues concerning the British people. Important background information on the issues discussed is provided by a narrator prior to the floor coverage.

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Newspaper Article Exercise

Students can watch any event on C-SPAN, like this interview with Gen. Colin Powell, then write a newspaper-style article of what transpires.

The lesson plans in this section are designed to be used at any time during the day, for any of C-SPAN's programs. They are appropriate for call-in shows, House and Senate hearings, floor debates, interviews or press conferences. A teacher can turn to C-SPAN during a class and utilize these plans regardless of the program being televised.

In addition, if a program that was scheduled to be televised is pre-empted, these plans can serve as an alternative.

Newspaper Article Exercise

Appropriate for:

Journalism, English, history, government, or any class requiring writing skills.

Objectives:

1. Provide students with practice taking notes while listening to oral presentations.
2. Provide students with experience writing an informational piece.
3. Develop students' critical thinking skills, particularly in reading news stories.

Pre-class preparation:

This class requires little advance work by teachers.

Student assignment:

This class requires no advance work by students.

Class time, 45 min.:

5 min.: Inform students that for the next 15 to 20 minutes they will be watching C-SPAN and should act as journalists, observing the proceedings and taking notes on what transpires. They should write down any interesting statements verbatim.

15 min.: Show C-SPAN or a tape of C-SPAN programming.

5 min.: Following the viewing, hand out a copy of a newspaper article as a model for the students to follow in writing their own articles. Point out important elements of style in writing such an article. Tell students to be as objective as possible.

20 min.: Have students write their articles by themselves. Challenge them to meet the deadline at the end of class to gain an appreciation of a reporter's job. When the class ends, collect the stories.

Follow-up recommendations:

1. When going over the papers, look for inconsistencies and biases, such as discrepancies in quotes and in reporting the intention of the speaker. Compile a few examples into a short handout which you can distribute to the class when you hand back the papers. Point out the inconsistencies and biases and briefly discuss the implications. Suggest to students that next time they read a newspaper article or watch a newscast, they should be aware of the inaccuracies and biases that can occur.

2. If the event the students watched is written up in a newspaper article, have students compare what they observed on C-SPAN to what was stated in the newspaper.

3. Give students the option of drawing a political cartoon and point out that while journalists must be objective, cartoonists draw parodies and may defend one point of view. (Drawing a cartoon, however, should not be a substitute for the writing part of this assignment.) Students should write a two-paragraph explanation of the drawing, identifying what point of view they are trying to project and the part of the video that inspired the cartoon.

Persuasion Exercise

Appropriate for:

Public speaking, English, U.S. history and government classes.

Objectives:

1. Develop students' awareness of various kinds of self-expression and their ability to recognize these techniques.

2. Develop students' public speaking and critical thinking skills.

Pre-class preparation:

This class requires little advance work by teachers.

Student assignment:

This class requires no advance work by students.

Class time, 45 min.:

25 min.: Ask the students what methods of persuasion can be utilized by speakers to convince others of their point of view. Continue the discussion until all of the methods described below have been touched upon. Be sure to point them out as you go and have students write these strategies down in their notebooks.

Testimonial/endorsement: Using expert or celebrity status to lend credibility to the statement.

Card-stacking: Presenting facts and statistics heavily weighted to one point of view.

Bandwagon: Appealing to the idea that the great majority of people adhere to a certain point of view.

Glittering generalities: Using catchy phrases but avoiding specific elements of the issue.

Name-calling: Diverting attention to the issue by attacking the opposition.

Plain folks: Characterizing oneself as representing the average American.

Diversion: Drawing attention away from the issue through jokes, emotional appeals or unrelated anecdotes.

Confusion: Making a speech complex with big words, fancy statistics, long lists of facts and other techniques to confuse or bore the listener.

Repetition: Repeating slogans or facts over and over.

10 min.: Inform students that they will watch C-SPAN and should look for the forms of persuasion discussed.

10 min.: Elicit responses from the students and have a discussion. Ask them what types of persuasion they saw used.

Follow-up recommendations:

1. Have each student put together a one- to two-minute persuasive speech.

2. Have students deliver these presentations while the other students point out the elements of persuasion that are utilized.

Persuasion Exercise

By watching any speaker on C-SPAN—for example, President Clinton during a press conference—students can analyze the different techniques of persuasion discussed in this lesson plan.

Letter-writing Exercise

One of the advantages of watching C-SPAN is the access to public officials it provides, including U.S. senators and representatives and members of the Cabinet, such as Attorney General Janet Reno. By encouraging students to write their representatives in Washington, you can help them develop good habits of citizenship.

Letter-writing Exercise

Appropriate for:

Any class requiring writing skills.

Objectives:

1. Provide students with practice taking notes while listening to oral presentations.
2. Develop students' critical thinking skills.
3. Provide instruction in writing formal letters.
4. Have students access major figures in media and politics.

Pre-class preparation:

This class requires little advance work by teachers. If you plan for students to write to members of Congress, discuss the congressional salutation; a handout titled "Guide to Writing Your Member of Congress" follows this lesson plan.

Student assignment:

This class requires no advance work by students.

Class time, 45 min.:

3 min.: Have each student divide a sheet of paper into two columns labeled "agree" and "disagree." Inform them that they will be watching approximately 15 minutes of C-SPAN and instruct them to listen carefully. Each student should choose one of the speakers within the first five minutes of viewing and write down what that person says. Be sure students record the name of the speaker at the top of the page. If they agree with what the speaker says, they should write the comment in the "agree" column. If they disagree, they should place it in the "disagree" column. Be sure the students write down the speaker's words rather than their own feelings about what he or she says.

15 min.: Show C-SPAN. After five minutes of viewing, make sure the students are writing. You may wish to pause the tape and remind them to choose a speaker and begin taking notes. C-SPAN usually displays an address where the speakers can be reached, so be sure to record the addresses. If the address for a speaker never appears, you can call the Schedule Hotline at (202) 628-2205 for more information.

2 min.: Instruct students to write a letter to the speaker, either expressing agreement or disagreement with what was said. They should make specific references to the speaker's words and justify their own opinions with examples.

25 min.: Give students time to write letters to the chosen speaker.

Follow-up recommendations:

1. Have students correct each other's letters.
2. Have students type up and mail their letters.

Use the following format when writing a letter to your U.S. senator or representative:

Your Address
City, State, Zip Code
Date

The Honorable *(insert full name)*
U.S. Senate or U.S. House of Representatives
Washington, D.C. 20510 *(for Senate)* or 20515 *(for House)*

(Leave two spaces between the address and the greeting.)
Dear Senator (surname) or Representative (surname):

(Leave two spaces between the greeting and the first paragraph.)
First paragraph *(do not indent)*: Explain your reason for writing. If you want to discuss a specific bill, mention it by name and number. If you are writing to express an opinion concerning something the representative said, provide the date and event at which he/she spoke.

(Double space between paragraphs.)
Second paragraph: Make your case. Include factual information, if possible. Support your argument with specific examples. If you are writing for assistance with a project, be clear and provide details.

Third paragraph: Finish your letter with a polite and complimentary close. Even if you are writing to express your disagreement with the senator or representative, mention your appreciation for his/her time and attention.

(Leave two spaces between the last paragraph and the closing.) Sincerely,

(Leave four spaces between the closing and your typed name. Sign your name in the space.) Your Name

Tips:

1. **Be informed. The element that contributes most to a successful letter is the writer's ability to demonstrate a firm knowledge of the issue.**
2. **Be neat. A typed letter, single spaced, is best. If you write the letter by hand, print neatly. Do not use both sides of a page.**
3. **Be brief. Representatives receive large numbers of letters every day. One page, type written, is ideal.**
4. **Be accurate. Before you mail the letter, check it several times for grammatical and spelling errors.**

C SPAN

C-SPAN airs programs 24 hours a day. Programming and air times are subject to change due to C-SPAN's commitment to the gavel-to-gavel proceedings of Congress. Call the Schedule Hotline at (202) 628-2205 for updates. On-air schedule updates: Weekdays 7:55am & 5:25pm 7:55pm
Saturdays 7:55am & 5:55pm
Sundays 7:55am & 7:55pm

Please note all times are Eastern

ET	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6 AM	Public Affairs Programming	Public Affairs Programming C-SPAN Classroom	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming
7 AM		Booknotes (re-air)	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow
8 AM		Events in the News Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Journalists' Roundtable Viewer Call-in (live)	Viewer Call-in
9 AM						Public Affairs Programming	Public Affairs Programming
10 AM	C-SPAN Sunday Journal	Congressional Hearing or Public Affairs Address	Congressional Hearing or Public Affairs Address	U.S. House of Representatives (live)* *Times subject to change daily	U.S. House of Representatives (live)* *Times subject to change daily	U.S. House of Representatives (live)* *Times subject to change daily	Close Up on C-SPAN
11 AM							Public Affairs Programming
12 N							
1 PM		U.S. House of Representatives (live)* *Times subject to change daily	U.S. House of Representatives (live)* *Times subject to change daily				
2 PM	Public Affairs Programming						
3 PM							
4 PM							
5 PM		Close Up on C-SPAN					President's Radio Address
6 PM		Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	National Press Club Speeches
7 PM		Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	America & the Courts
8 PM	Booknotes	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	
9 PM	British Politics: Question Time						Journalists' Roundtable Viewer Call-in
10 PM	Public Affairs Programming Road to the White House '96* *1st Sunday of each month						
11 PM	Booknotes (re-air)						Public Affairs Programming
12 M	British Politics: Question Time						
1 AM	Public Affairs Programming Road to the White House '96* *1st Sunday of each month	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	
2 AM	Public Affairs Programming						

Regularly scheduled programming

C-SPAN IN THE CLASSROOM

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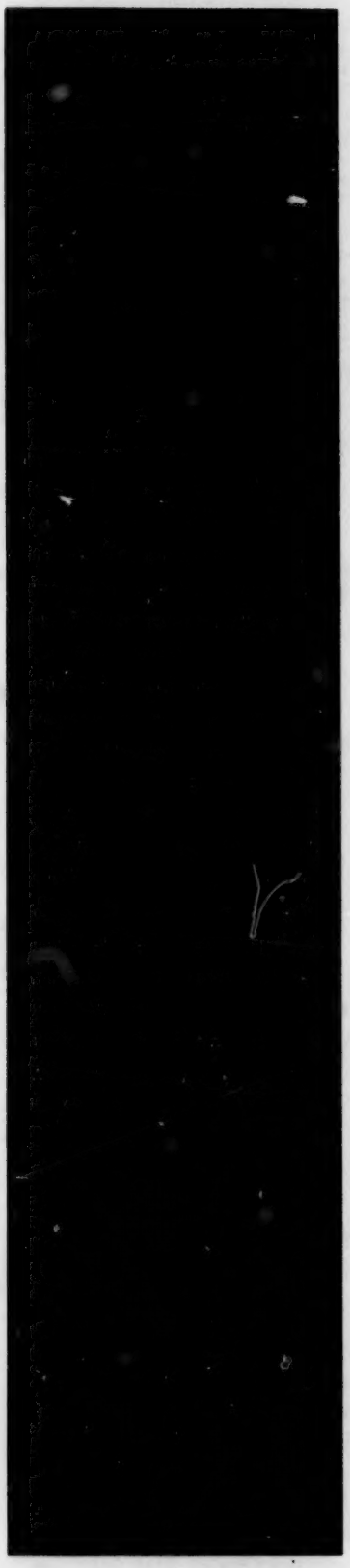

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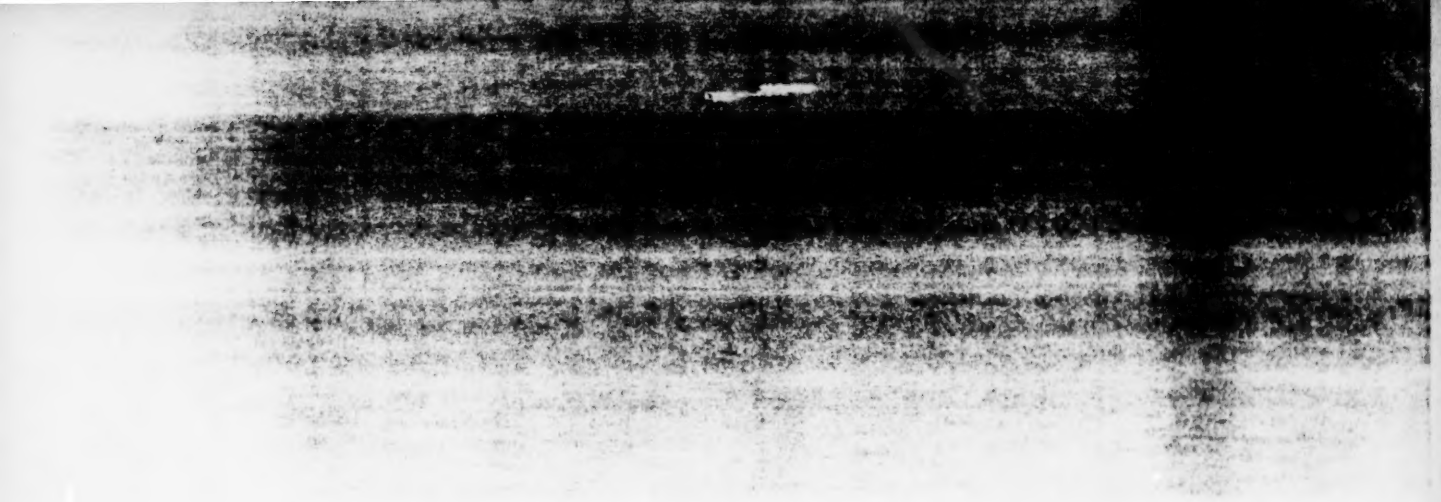

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